

**SLP 507 Aphasia**  
**Fall 2023**  
**Western Kentucky University**



**Instructor Information**



Amy Engelhoven, Ph.D., CCC-SLP, CBIS



Academic Complex 108-J



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270-745-4212



Wednesdays, 5-6:30



Synchronous chat: <https://wku.zoom.us/j/94336661353>



Dr. E's Zoom Room: <https://wku.zoom.us/my/engelhoven>

**Teaching Assistant**

- Tori Willis
- Email: [victoria.willis079@topper.wku.edu](mailto:victoria.willis079@topper.wku.edu)

**How to reach me:** I am most easily reached by email and check it multiple times throughout the day. If you'd like to set up a Zoom or phone call, let me know by email, and we'll set up a time to talk. I will not consistently respond to emails in the evenings or weekends.

**Course Description:** The course is designed to provide a theoretical and practical orientation to the area of aphasia. It will provide neurological and theoretical bases for the principals of diagnosis and management of persons with acquired communication disorders. Evidence-based management approaches will be presented and discussed along with contemporary models. Video case presentations, clinical assignments, and group discussions/activities will be used to supplement information disseminated via the online modules and required texts to stimulate integration of didactic material.

**Course Objectives**

As the instructor of this course, I hope you will:

- Demonstrate understanding of the risk factors, syndromes, and complications of stroke;
- Demonstrate understanding of the neuroanatomical bases for adults with aphasia and related disorders;
- Become familiar with the role of the SLP in prevention, assessment, and intervention for adults with language disorders;
- Demonstrate understanding of the strategies for educating adults with language disorders and their families/caregivers;
- Select appropriate diagnostic tests and treatment procedures for adults with language disorders;
- Demonstrate understanding of EBP intervention for adults with language disorders;

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- Develop critical thinking skills related to the assessment and management of aphasia and related disorders;
- Demonstrate an understanding of cultural differences and the impact on adults with language disorders;
- Recognize the importance of considering all levels of disablement when providing treatment for people with aphasia and related disorders.

### **Learning Objectives**

- Describe aphasia and related disorders and the associated neuroanatomical basis of impairment;
- Identify characteristics of linguistic processing impairment specific to aphasia and other acquired linguistic disorders
- Identify characteristics impaired cognition that impact language processing in people with aphasia and related disorders;
- Describe methods of assessment and treatment for acquired linguistic and cognitive-linguistic disorders;
- Recommend appropriate assessment and treatment methods for the different acquired linguistic and cognitive-linguistic disorders;
- Incorporate the ICF WHO model in management of aphasia and related disorders.

### **Attendance/Participation**

I do expect you to attend class, and to come to class having completed readings, listened to the lecture, and ready to discuss issues with the class as a whole. If you are unable to attend the scheduled “chats”, please do your best to stay abreast of the material. Please be on time to class and enter the classroom in quiet courteous manner. Please turn-off or place cellular phones on silent mode before class begins.

Group activities that are conducted in class cannot be made up.

\*\*\*I acknowledge that our current situation with COVID-19 may also impact your ability to complete assignments in a timely manner if you, a family member, or your roommate contract the virus. These situations will be handled on an individual basis. Please reach out if you have any concerns or issues.

### **Grading Scale & Weighting**

A 90-100

B 80-89

C 70-79

D 60-69

F below 60

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Assignment	Percentage of Grade
Exams (2)	40%
ARD Matrix	25%
Simucase (2)	5%
Four-point reflection	10%
EBP Demonstration	20%
<b>Total</b>	<b>100%</b>

### Course Schedule

Classes will be held with a blend of synchronous and asynchronous activities. You are expected to have listened to the lecture prior to attending class. **The instructor has the discretion of changing any assignment or course activity at any time.**

### Technology Management

This course will involve the use of Blackboard software. Managing student technology is the sole responsibility of the student. The student is responsible for making sure that:

- student word processing software is compatible with that used by the University;
- student email software is working properly and that students know how to use it (e.g., to send attachments to the professor);
- Internet service providers' equipment and software are installed and working properly in conjunction with student computers;
- in the event that a student's computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course;
- any other student technology problem or issue gets successfully resolved, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course; and
- students are required to post documents for assignments on Blackboard that the instructor can open. **Please be sure to upload the correct document. Please do not email assignments that should have been uploaded to Bb. The IT Help Desk can be reached at 270-745-7000.**

### Course Activities

#### In-Class Activities

Each week during our synchronous meetings, we will divide up into groups to conduct an activity that will help to bridge academic and clinical learning. Your participation and contribution to those activities is expected. Make-up activities will not be allowed as these are designed to be completed in a group format. These activities may be:

- Discussion posts
- Application activities
- Reflection papers
- Synchronous group activities/presentations

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- Additional activities, such as polls, embedded into the course modules

### **Assignments:**

#### **Aphasia intervention matrix (25%):**

For this assignment, you will create a matrix of how certain linguistic deficits would present and evidence-based practice (EBP) for intervention. You will use this document and submit the assignment on the last day of class. Entries should be thorough, thoughtful, and informative. It is encouraged that students use the WKU library as a resource for locating EBPs rather than Google or other web resources. The Hallowell book provides you with a nice place to start and you will be able to find literature associated with many of the EBPs mentioned in her book. This assignment is worth 50 points. **You should be working on this project throughout the course of the semester. This will be due on the final day of class.**

#### **Four-Point Reflection (10%)**

You will watch a video of a family member of a person with a TBI share her lived experiences of being a co-survivor of someone with an acquired neurogenic communication disorder. You will complete a four-square reflection on the speaker and her message. Please focus on *what* you learned, as well as its relevance to our field and to your growth as a clinician (the *so what?* so to speak). **This is a 20-point assignment and you are expected to put in enough insight, reflection, and analysis to receive full points.**

#### **Summative assessments (40%):**

There will be two (2) exams, one at midterm, one during the last week of class. You will create a study guide to use for the exam. **The guide must be uploaded into blackboard by the scheduled due date indicated below. If you do not upload your study guide, you will get a zero on the exam.** There are no points for the study guide. You will be given five days to complete the exam, but you must complete it in a single sitting (you won't be able to log off and come back).

**These tests are a one-time opportunity; the tests will not be pre- or re-offered in the event of an absence or tardiness (exceptions outlined below regarding university absence policy or personal tragedy).**

#### **Simucase (5%)**

You will complete two (2) Simucase simulations, both of which are part-task trainers in administering the Western Aphasia Battery (WAB) Forms 1 and 2. You will need to complete Larry Part 1 followed by Larry Part 2. Once you have completed these, we will have a debrief during one of the final class periods. After the debrief is complete, you can enter your hours into Simucase (3 hours of adult language evaluation) for me to sign off on. Each Simucase is worth 20 points.

#### **Project EBP Group Demonstration (20%):**

You and your group members will be given a case history. Together you will present the following via a synchronous zoom presentation: A) complete a WHO-ICF analysis, B) incorporate

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the Life Participation Approach to Aphasia into your treatment plan, C) establish at least two evidence-based treatment methods (for a singular impairment, such as auditory comp or naming), D) utilize the PICO method to identify the strengths and limitations of the two methods you chose for your client, and E) group members will perform each treatment method on another member of your group (every group member should have the chance to act as the clinician or the patient). Details and the rubric are available in Blackboard.

**24/7 Grading Policy:** You may feel you didn't achieve the grade you wanted on a question. In that instance, please wait 24 hours to consider your response to the question and how you wish to proceed. However, please provide this response/request within 7 days of the test/quiz. Similarly, for exams, quizzes, and other assignments entered into Blackboard through a template, often items will appear to be counted wrong. Please give me a fair amount of time to look at each individual question before contacting me about the grade Blackboard gave you (I will attempt to have these finalized within a 7-day window).

### **Expectations**

For this course you should have regular access to the internet and plan on logging into the course at least twice each week to complete your online modules and participate in both asynchronous and synchronous activities. Further, you should plan to spend **five hours a week**, outside of our scheduled weekly meetings, to complete the modules, required readings, viewing videos, and other course activities.

**There is no extra credit available for this course.**

**Late Projects & Presentations:** If accepted, projects submitted past the due date are subject to a 10% deduction per day. This includes the final presentation.

**Quality of Work:** Assignments submitted should be submitted in full and contain proper mechanics in writing (e.g., spelling, grammar, sentence structure, and punctuation). Inadequate demonstration of these mechanics may result in point deduction.

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**Academic Integrity:** Students are required to submit assignments representative of their own work unless otherwise indicated by the professor. Cheating in any form will result in a failed score and is subject to academic disciplinary action. Answers, resources for answers, etc., for assignments should not be shared between students. Group assignments should be completed collaboratively with balanced contribution from each group member.

**AI tools prohibited:** Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.

**Plagiarism: *From the Faculty Handbook:*** To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a

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borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

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## **REQUIRED MATERIALS**

Hallowell, B. (2022). *Aphasia and other acquired neurogenic communication disorders: A guide to clinical excellence* (2nd edition). San Diego, CA: Plural.

<https://saalck->

[wku.primo.exlibrisgroup.com/permalink/01SAA\\_WESTKY/1f7ccha/alma9913129146402637](https://saalck-wku.primo.exlibrisgroup.com/permalink/01SAA_WESTKY/1f7ccha/alma9913129146402637)

**Supplemental materials (I'm using material from these texts, but you're not required to access them):**

Webb, W. (2017). *Neurology for the speech-language pathologist* (6th edition). St. Louis, MO: Mosby.

<https://saalck->

[wku.primo.exlibrisgroup.com/permalink/01SAA\\_WESTKY/tfo4s4/alma9912301197002637](https://saalck-wku.primo.exlibrisgroup.com/permalink/01SAA_WESTKY/tfo4s4/alma9912301197002637)

Papathanasiou, I. & Coppens, P. (2013). *Aphasia and related neurogenic communication disorders* (2nd edition). Burlington, MA: Jones & Bartlett

<https://saalck->

[wku.primo.exlibrisgroup.com/permalink/01SAA\\_WESTKY/tfo4s4/alma9911547937202637](https://saalck-wku.primo.exlibrisgroup.com/permalink/01SAA_WESTKY/tfo4s4/alma9911547937202637)

Klein, ER & Mancinelli, JM (2021). *Acquired language disorders: A case-based approach* (3rd edition). San Diego, CA: Plural.

<https://saalck->

[wku.primo.exlibrisgroup.com/permalink/01SAA\\_WESTKY/tfo4s4/alma9912967933002637](https://saalck-wku.primo.exlibrisgroup.com/permalink/01SAA_WESTKY/tfo4s4/alma9912967933002637)

## **LESSON SCHEDULE**

**NOTE: all lectures will be available for viewing the week before we meet**

### **Week 1: Aug 23**

Week 1 topic: course introduction, defining aphasia, WHO-ICF

In-class activity: course orientation, expectations, etc.; WHO-ICF activity

### **Week 2: Aug 30**

Week 2 topic: defining aphasia, WHO-ICF, LPAA

Readings: Hallowell, Chs. 4-5

Supplemental: Webb, Chs. 4, 5, 9; Papathanasiou, Ch. 1

In-class activities: application activity

### **Week 3: Sept 6**

Week 3 topic: etiologies of acquired neurogenic communication disorders

Readings: Hallowell, Ch. 6

In-class activity: application activity

### **Week 4: Sept 13**

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Week 4 content: neuropathology and neurophysiology of acquired neurogenic language disorders; theory

Readings: Hollowell, Chs. 7

Supplemental: Webb, Chs. 4, 5, 9; Papathanasiou, Ch. 7

In-class activity: application activity

### **Week 5: Sept 20**

Week 5 topic: neuroimaging; normal aging

Readings: Hollowell: Ch. 8; Ch. 9

In-class activity: application activity

### **Week 6: Sept 27**

Week 6 topic: aphasia syndromes and misconceptions

Readings: Hollowell, Ch. 10

Supplemental: Papathanasiou: Ch. 2

Read this article: [https://saalck-](https://saalck-wku.primo.exlibrisgroup.com/permalink/01SAA_WESTKY/1ot7kmv/cdi_proquest_miscellaneous_1852655946)

[wku.primo.exlibrisgroup.com/permalink/01SAA\\_WESTKY/1ot7kmv/cdi\\_proquest\\_miscellaneous\\_1852655946](https://saalck-wku.primo.exlibrisgroup.com/permalink/01SAA_WESTKY/1ot7kmv/cdi_proquest_miscellaneous_1852655946)

In-class activity: application activity

### **Week 7: Oct 4**

Week 7 topic: best practices in assessment, psychometrics, tests

Readings: Hollowell: Chs. 17, 18, 20

In-class activity: application activity

### **Week 8: Oct 11**

NO CLASS!!!

Study guide due 10/8 at 11:59 pm

**Midterm: opens in Blackboard 8:00 am Monday, 10/9; closes 5:00 pm Friday 10/13**

### **Week 9: Oct 18**

Week 9 topic: theories for best practice in intervention

Readings: Hollowell: Ch. 23, 24

Supplemental: Papathanasiou: Ch. 4

In-class activity: application activity

### **Week 10: Oct 25**

Week 10 topic: disorders of auditory processing; treatment of auditory processing

Papathanasiou: Ch. 6

In-class activity: application activity

### **Week 11: Nov 1**

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Week 11 topic: disorders of word production; treating word production

Readings: Hallowell: Chs. 29, 30, 31

Supplemental: Papathanasiou: Ch. 7 (chapter 10 in second edition)

In-class activity: application activity

Four-square reflection due 11/5 at 11:59 pm

### **Week 12: Nov 8**

Week 12 topic: acquired disorders of reading and writing; treatment of acquired reading and writing disorders

Readings: Hallowell: Ch. 33

Supplemental: Papathanasiou: Ch. 7, 9

In-class activity: application activity

Simucase (Dave Part 1 and Part 2) due November 12 at 11:59 pm

### **Week 13: Nov 15**

Week 13 topic: Simucase debrief; disorders of sentence processing; agrammatism and paragrammatism; treatment; discourse and functional approaches to aphasia; aphasia in multilingual; complementary and integrative approaches to therapy; patient-centered care, and quality of life in aphasia populations

Readings: Hallowell: Ch. 32; 28

Supplemental: Papathanasiou: Ch. 10; 11-14

In-class activity: application activity and Simucase debrief

### **Week 14: Thanksgiving holiday; no class**

### **Week 15: Nov 29**

Project Demonstration during scheduled final class period

Aphasia Matrix due

### **Week 16:**

Study guide due Sunday, Dec 3 at 11:59 pm

Final exam: test opens 8:00 am Monday, Dec 4 and closes 5:00 pm Friday Dec 8

## **RESOURCES**

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### **University Services and Resources**

**Writing Center Assistance:** The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students (including graduate students) on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 9-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. Students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions

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and how-to videos on the website ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to ([writingcenter@wku.edu](mailto:writingcenter@wku.edu)). They can also help with APA use/formatting.

**WKU Counseling Center:** Your mental health is extremely important. WKU Counseling Center provides individual counseling sessions related to stress management and mental health concerns (e.g., anxiety, depression, time management, etc.) to help you cope with school-work life balance. The best way to schedule an appointment is to call their office at (270) 745-3159 or stop by Potter Hall 409 and they can work to coordinate schedules and get you an appointment ASAP ([counseling.center@wku.edu](mailto:counseling.center@wku.edu)).

### **ADA Accommodation**

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Title IX Sexual Misconduct/Assault Policy:** Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

Click this [link](#) for "Things You Should Know" about academic honesty, student code of conduct, student handbook and more.

Please refer to [WKU's attendance policy](#) for regulations regarding excessive absenteeism as well as medical or bereavement leave.

Students will not be penalized for [religious observation](#). If you believe you may not be able to attend a synchronous meeting or participate in a particular course activity, please let me know at your earliest convenience so that accommodations can be made.

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**Inclusion Statement**

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

**Land Acknowledgement Statement**

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (GWJᏌᏉᏍᏔᏅ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."